

Childminder report

Inspection date: 21 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a nurturing home-from-home environment. She works closely with parents right from the start and spends time getting to know children. Children are happy and secure, and demonstrate strong bonds with the childminder. They invite her into their play and approach her for cuddles and reassurance when needed. Children benefit from a well organised environment and confidently select resources of interest. They enjoy pretend play alongside their friends and negotiate well together as they act out different characters and roles. This helps to build on their social skills. Children show high levels of perseverance and keep trying until they successfully complete activities, such as puzzles. They show kindness and consideration to others and help them to succeed. The childminder praises children for their achievements, which boosts their self-esteem.

The childminder treats children as unique individuals. She embeds their home languages, cultures and traditions into daily activities. She engages children in discussion about their families and events at home. This promotes a sense of belonging at the setting.

Children are independent and manage their personal care needs well. They put on their own shoes and practise new skills, such as doing up buttons and zips. This helps to prepare them for their move on to school.

What does the early years setting do well and what does it need to do better?

- The childminder observes children's play and completes accurate assessments of their overall development. However, she does not consistently use this information to precisely plan for their individual learning needs. For example, at times, she does not specifically target teaching and focus on children's next steps in learning to ensure they make the best possible progress.
- Children thoroughly enjoy listening to stories. The childminder talks to them about the illustrations and introduces new words to help build on their growing vocabulary. Children are confident communicators. They enthusiastically engage in active conversations with the childminder and their friends as they play. This helps to support their growing speech and language development.
- The childminder has high expectations of children's behaviour. She is a good role model and children respond well to her calm manner and gentle encouragement.
- Children behave well. They share resources willingly and naturally tidy away toys when they have finished playing with them. The childminder selects activities that the children enjoy, to help develop their concentration and developing friendships. For example, children focus intently and successfully build a train track together. They show pride in their achievements and actively discuss

additional resources they can add to their play.

- The childminder supports children's early literacy skills well. For example, children make marks and pretend to write shopping lists as part of role play. They enjoy craft activities, and learn how to use tools, such as glue sticks, for a purpose. This helps to build up the muscles in their hands and fingers in preparation for early writing.
- The childminder keeps in regular contact with parents and shares information on their children's achievements and on-going development. Parents comment that their children are happy in her care and make good progress.
- The childminder builds relationships with other settings that children attend. She regularly shares her assessments with them, which helps to ensure continuity in children's care and learning.
- The childminder provides children with a range of experiences to enhance their understanding of the wider community. For example, children delight in a variety of outings. They visit toddler groups and interact with a wider range of children. This helps them to become confident with surroundings beyond the childminder's home.
- The childminder regularly evaluates her setting to make improvements. She accesses regular training, attends local authority briefings and networks with other childminders to help develop her skills further.
- The childminder supports children's health and well-being effectively. For instance, children enjoy a wide variety of healthy food at snack time. They are aware of the dietary needs of their friends and understand why they must not share their food. Children spend time in the garden every day and delight in physical exercise. They learn how to take safe risks, such as when using larger equipment at the park.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. She attends regular training to ensure her knowledge is up to date. The childminder understands all areas of safeguarding, including county lines. She is confident about the procedure to follow if she has concerns about a child's welfare. The childminder completes daily risk assessments and ensures that her home is safe and secure. She helps children to learn about keeping themselves safe. For example, when on walks in the community she teaches children about road safety.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- use what is known about children to plan even more precisely for every child, to target and extend their learning further.

Setting details

Unique reference number	EY344298
Local authority	Wokingham
Inspection number	10280596
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	30 August 2017

Information about this early years setting

The childminder registered in 2006. She lives in Lower Earley, Reading, in Berkshire. She operates Monday to Friday, all year round, except family holidays. The childminder holds a relevant qualification at level 3. She receives free early education funding for children aged two, three and four years old.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector took account of the views of parents and carers through written testimonials.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.
- The inspector spoke to the childminder and children at appropriate times.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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